

### **Third Class Worksheets-Week 9**

Dear parents,

This document includes all necessary pages from the books listed in this week's work. Timetable and checklists included are for you to use as you please, there is no obligation to complete work. I do hope you and your families are healthy and well this week.

Considering we are now closed until September, I want to reiterate that I am available to check and give feedback on the completed work. Parents can decide whether they want to send it to me or not. As always I do appreciate feedback if certain aspects of the work are too challenging or if you would like assistance with any part of it. Please send all completed work and/or queries to: [sttsecondandthirdclass@gmail.com](mailto:sttsecondandthirdclass@gmail.com)

Thanks in advance,  
Ms. O' Donnell

## Weekly Time table: Week 9-3<sup>rd</sup> Class

Subject	Monday	☺	Tuesday	☺	Wednesday	☺	Thursday	☺	Friday	☺
Maths : MYM: Students book	Busy at Maths 3 P. 50 Master your Maths P. 60		Busy at Maths 3 P. 51 Master your Maths P. 60		Busy at Maths 3 P. 52 Master your Maths P. 61		Busy at Maths 3 P. 53 Master your Maths P.61		Busy at Maths 3 P. 54 Master your Maths Test P. 93	
English Written work	A Way with Words 3 P. 31		A Way with Words 3 P. 33		A Way with Words 3 p. 33 +34 a		A Way with Words 3 P. 34 b		A Way with Words 3 P. 34C	
English Reading	The Cloud Forest: read p. 2-7		The Cloud Forest: read p.8-13		The Cloud Forest: read p.14-21		The Cloud Forest: read p.22-27		The Cloud Forest: read p.28-31	
Spellings J. G. p. 5 4	kiln, wept, hair, care		share, scare, square, nightmare Proofread the story p. 54		millilitre, litre		Complete p. 55		Weekly test	
Tables	X 7		X11		X12		X12			
Gaeilge	Ceartlitriú P. 29 Read the words about the Siopa		Ceartlitriú P. 30 a. Break the code		Ceartlitriú P. 30 b. Fill in the correct words into the spaces		Ceartlitriú P. 30 c. True or false		Ceartlitriú p. 31 Fill in isteach=in /amach=out into the appropriate spaces	
Gaeilge Ceartlitriú p. 27	Ag siopadóireacht= shopping		isteach=in		amach=out		siopa=shop		Scrudú=test	
English reader		<a href="https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/TheCloudForest/index.html">https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/TheCloudForest/index.html</a>								

How many stars did you earn



## Counting in 4s

1. 6 greyhounds are lined up for a race. Answer these questions.

(a) How many legs are there **altogether** on the dogs in the blue and red jackets? \_\_\_\_\_

(b) How many legs are there **altogether** on the dogs in the orange, black and white jackets? \_\_\_\_\_

(c) How many legs are there **altogether** on the 6 dogs? \_\_\_\_\_



2. Complete these **addition** sentences. Write a **multiplication** sentence for each.

(a)  $4 + 4 + 4 =$  \_\_\_\_\_  $\rightarrow 3 \times 4 =$  \_\_\_\_\_

(b)  $4 + 4 + 4 + 4 =$  \_\_\_\_\_  $\rightarrow 4 \times 4 =$  \_\_\_\_\_

(c)  $4 + 4 + 4 + 4 + 4 =$  \_\_\_\_\_  $\rightarrow$  \_\_\_\_\_  $\times$  \_\_\_\_\_  $=$  \_\_\_\_\_

(d)  $4 + 4 + 4 + 4 + 4 + 4 =$  \_\_\_\_\_  $\rightarrow$  \_\_\_\_\_  $\times$  \_\_\_\_\_  $=$  \_\_\_\_\_

(e)  $4 + 4 + 4 + 4 + 4 + 4 + 4 =$  \_\_\_\_\_  $\rightarrow$  \_\_\_\_\_  $\times$  \_\_\_\_\_  $=$  \_\_\_\_\_

3. Sam was playing Snakes and Ladders. He rolled the die 8 times altogether. Each time he rolled a 4.

(a) List the squares he landed on.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(b) Where was Sam after 3 turns? \_\_\_\_\_

(c) How many turns had Sam taken when he landed on 28? \_\_\_\_\_



4. Each tree is home to 4 nests. Write each **addition** sentence. Write a **multiplication** sentence for each.



How many nests are there in:

(a) 3 trees? \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

(b) 5 trees? \_\_\_\_\_

(c) 7 trees? \_\_\_\_\_

(d) 9 trees? \_\_\_\_\_

Multiplication sentences.

\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

## Groups of 4

1. Complete the grid.

- (a) Write the missing numbers on this section of the hundred square.

1	2	3		5	6	7		9	10
11		13	14	15		17	18	19	
21	22	23		25	26	27		29	30
31		33	34	35		37	38	39	

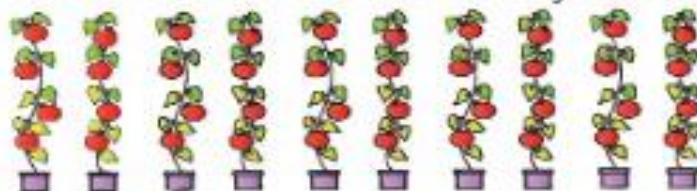
- (b) List the numbers you wrote in order.

4, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

2. Complete these to make **multiple of 4** patterns.

- (a) 4, \_\_\_\_\_, 12.      (b) 20, \_\_\_\_\_, 28.      (c) 16, \_\_\_\_\_, 24, \_\_\_\_\_, 32.  
 (d) 12, \_\_\_\_\_, 20.      (e) 8, \_\_\_\_\_, 16.      (f) 20, \_\_\_\_\_, 28, \_\_\_\_\_, \_\_\_\_\_.  
 (g) 32, \_\_\_\_\_, 40.      (h) 28, \_\_\_\_\_, 36.      (i) 0, \_\_\_\_\_, 8, \_\_\_\_\_, \_\_\_\_\_.

3. There are 4 tomatoes on each of these vines. How many tomatoes are there on:



- (a) 2 vines? \_\_\_\_\_      (b) 5 vines? \_\_\_\_\_      (c) 7 vines? \_\_\_\_\_      (d) 3 vines? \_\_\_\_\_  
 (e) 9 vines? \_\_\_\_\_      (f) 6 vines? \_\_\_\_\_      (g) 8 vines? \_\_\_\_\_      (h) 10 vines? \_\_\_\_\_

4. Now try these.

- (a) 4 groups of 4 tomatoes = \_\_\_\_\_      (b) 8 groups of 4 tomatoes = \_\_\_\_\_  
 (c) 5 groups of 4 tomatoes = \_\_\_\_\_      (d) 10 groups of 4 tomatoes = \_\_\_\_\_  
 (e) 7 groups of 4 tomatoes = \_\_\_\_\_      (f) 9 groups of 4 tomatoes = \_\_\_\_\_

5. An Atlantic salmon can leap 4 metres out of the water. How many metres altogether has a salmon leaped after:



- (a) 2 leaps? \_\_\_\_\_      (b) 6 leaps? \_\_\_\_\_      (c) 9 leaps? \_\_\_\_\_  
 (d) 4 leaps? \_\_\_\_\_      (e) 8 leaps? \_\_\_\_\_      (f) 5 leaps? \_\_\_\_\_  
 (g) 10 leaps? \_\_\_\_\_      (h) 7 leaps? \_\_\_\_\_      (i) 3 leaps? \_\_\_\_\_

### Maths Fact



A slug has 4 noses.  
How many noses altogether have 6 slugs? \_\_\_\_\_

## Multiplying by 4

1. How many tyres are there altogether on:



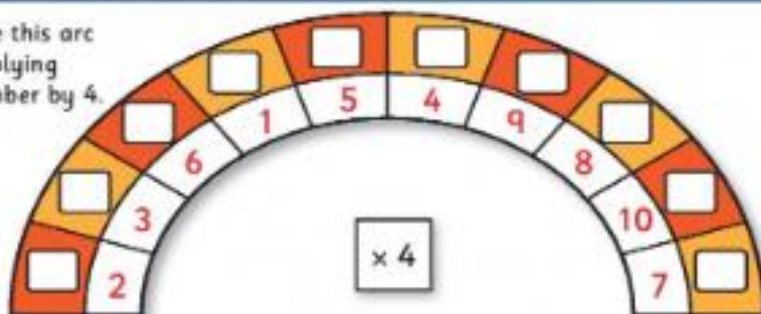
- (a) 2 carts? \_\_\_\_ (b) 5 carts? \_\_\_\_ (c) 8 carts? \_\_\_\_  
 (d) 3 carts? \_\_\_\_ (e) 9 carts? \_\_\_\_ (f) 7 carts? \_\_\_\_  
 (g) 11 carts? \_\_\_\_ (h) 10 carts? \_\_\_\_ (i) 12 carts? \_\_\_\_

2. There are 4 levels in this department store. How many levels are there in:

- (a) 4 such stores? \_\_\_\_ (b) 6 such stores? \_\_\_\_  
 (c) 9 such stores? \_\_\_\_ (d) 7 such stores? \_\_\_\_  
 (e) 8 such stores? \_\_\_\_ (f) 10 such stores? \_\_\_\_  
 (g) 3 such stores? \_\_\_\_ (h) 5 such stores? \_\_\_\_



3. Complete this arc by multiplying each number by 4.



4. Complete these **multiplication** sentences.

- (a)  $7 \times 4 =$  \_\_\_\_ (b)  $9 \times 4 =$  \_\_\_\_ (c)  $6 \times 4 =$  \_\_\_\_  
 (d)  $5 \times$  \_\_\_\_  $= 20$  (e)  $8 \times 4 =$  \_\_\_\_ (f)  $4 \times$  \_\_\_\_  $= 16$   
 (g) \_\_\_\_  $\times 4 = 44$  (h) \_\_\_\_  $\times 4 = 12$  (i) \_\_\_\_  $\times 4 = 40$

5. Complete this **multiplication** grid.

$\times$	0	6	5	1	4	12	2	11	7	3	9	10	8
4	0		20		16						36		

### Maths Fact



It takes a spider about 12 hours to eat a fly. About how many hours would it take a spider to eat 4 flies? \_\_\_\_ hours

### Challenge

A dog has 4 legs. How many legs have 9 dogs? \_\_\_\_ legs





## Counting in 8s

1. Each bar of chocolate has 8 squares. Count in 8s to find the total number of squares.



(a)  $8 + 8 + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

(b) How many squares are there altogether in the white bars?  $\underline{\quad}$

(c) How many squares are there altogether in the brown bars?  $\underline{\quad}$

2. Complete these **addition** sentences. Write a **multiplication** sentence for each.

(a)  $8 + 8 + 8 + 8 = \underline{\quad}$   $\rightarrow \underline{\quad} \times 8 = \underline{\quad}$

(b)  $8 + 8 + 8 = \underline{\quad}$   $\rightarrow \underline{\quad} \times 8 = \underline{\quad}$

(c)  $8 + 8 + 8 + 8 + 8 + 8 = \underline{\quad}$   $\rightarrow \underline{\quad} \times 8 = \underline{\quad}$

3. Each bus has 8 wheels. Count in 8s to find the total number of wheels.



(a)  $8 + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

(b) How many wheels are there on the orange bus?  $1 \times 8 = \underline{\quad}$

(c) How many wheels are there on the green buses?  $\underline{\quad} \times 8 = \underline{\quad}$

(d) How many wheels are there on the red buses?  $\underline{\quad} \times 8 = \underline{\quad}$

4. There are 8 crayons in the box. How many crayons are there in:



(a) 5 boxes?  $\rightarrow 5 \times 8 = \underline{\quad}$

(b) 4 boxes?  $\rightarrow 4 \times 8 = \underline{\quad}$

(c) 3 boxes?  $\rightarrow \underline{\quad} \times \underline{\quad} = \underline{\quad}$

(d) 9 boxes?  $\rightarrow \underline{\quad} \times \underline{\quad} = \underline{\quad}$

(e) 7 boxes?  $\rightarrow \underline{\quad} \times \underline{\quad} = \underline{\quad}$

(f) 6 boxes?  $\rightarrow \underline{\quad} \times \underline{\quad} = \underline{\quad}$

(g) 8 boxes?  $\rightarrow \underline{\quad} \times \underline{\quad} = \underline{\quad}$

(h) 10 boxes?  $\rightarrow \underline{\quad} \times \underline{\quad} = \underline{\quad}$

### Maths Fact

There are 8 muscles in the human tongue. How many muscles altogether are there in 7 human tongues?  $\underline{\quad}$  muscles



## Groups of 8

1. Complete the grid.

(a) Write the missing numbers on this section of the hundred square.

(b) What numbers did you write in row 4?  
\_\_\_\_\_ and \_\_\_\_\_

(c) List the numbers you wrote in order.

8, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

1	2	3	4	5	6	7		9	10
11	12	13	14	15		17	18	19	20
21	22	23		25	26	27	28	29	30
31		33	34	35	36	37	38	39	
41	42	43	44	45	46	47		49	50
51	52	53	54	55		57	58	59	60
61	62	63		65	66	67	68	69	70
71		73	74	75	76	77	78	79	

2. Complete these to make **multiple of 8** patterns.

- |                    |                    |                                  |
|--------------------|--------------------|----------------------------------|
| (a) 8, _____, 24.  | (b) 24, _____, 40. | (c) 16, _____, 32, _____, 48.    |
| (d) 40, _____, 56. | (e) 32, _____, 48. | (f) 56, _____, 72, _____, _____. |
| (g) 48, _____, 64. | (h) 64, _____, 80. | (i) 0, _____, 16, _____, _____.  |

3. There are 8 bran muffins on a tray. How many muffins are there on:



- |                    |                    |                    |                     |
|--------------------|--------------------|--------------------|---------------------|
| (a) 4 trays? _____ | (b) 2 trays? _____ | (c) 3 trays? _____ | (d) 6 trays? _____  |
| (e) 7 trays? _____ | (f) 9 trays? _____ | (g) 8 trays? _____ | (h) 10 trays? _____ |

4. Tuck into these now!

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| (a) 4 groups of 8 muffins = _____ | (b) 7 groups of 8 muffins = _____  |
| (c) 6 groups of 8 muffins = _____ | (d) 9 groups of 8 muffins = _____  |
| (e) 8 groups of 8 muffins = _____ | (f) 10 groups of 8 muffins = _____ |

5. A sheet contains 8 stamps. How many stamps are there on:

- |                     |                     |                      |                     |
|---------------------|---------------------|----------------------|---------------------|
| (a) 5 sheets? _____ | (b) 3 sheets? _____ | (c) 9 sheets? _____  | (d) 2 sheets? _____ |
| (e) 4 sheets? _____ | (f) 7 sheets? _____ | (g) 10 sheets? _____ | (h) 8 sheets? _____ |

### Maths Fact

An Australian red kangaroo can jump 8 metres in one bound. How far can the kangaroo jump in 8 bounds? \_\_\_\_\_ metres



## Building Words

Read the following pair of words:  
Which letters are in both words?

pet, petal

A. Read the clues below to help you to identify each pair of words.

The second word in each pair is made by adding letters to the first word.

- (a) d \_\_\_\_\_ a toy baby or person  
(b) \_\_\_\_\_ money used in the United States of America
- (a) l \_\_\_\_\_ to allow something to happen  
(b) \_\_\_\_\_ a written message often sent by post
- (a) s \_\_\_\_\_ tiny grains found on a beach or in a desert  
(b) \_\_\_\_\_ two slices of bread with a filling
- (a) v \_\_\_\_\_ a vehicle used to carry things  
(b) \_\_\_\_\_ to disappear
- (a) m \_\_\_\_\_ a grown-up male human being  
(b) \_\_\_\_\_ a small, sweet orange
- (a) p \_\_\_\_\_ a green vegetable  
(b) \_\_\_\_\_ a male bird with a tail that it can spread like a fan



B. Can you think of other pairs of words like these?

Write the clues and ask your friend to identify the words.

C. Match each word from **box 1** to the correct letters from **box 2** to make another word. Write the words.

1	2		1	2	
bar	al	barley	part	et	
fin	ker		rock	nis	rocket
tan	ner		ten	der	
din	toon		sin	ot	
car	ley		lad	ner	
pet	rol		rob	gle	

D. Complete the sentences using some of the words above.

- The driver filled his car's tank with \_\_\_\_\_.
- Our school won the football \_\_\_\_\_.
- The farmer grew a crop of \_\_\_\_\_.
- We ate chicken curry for \_\_\_\_\_.
- They played a game of \_\_\_\_\_.



## Write Away!

### The Dog



Fill in the gaps in the story using words from the wordbox.

breeds	wolves	domestic	earthquakes	heat	tongue
trained	pets	trapped	cool	blind	mouth
property	humans	smell	police	sense	

Dogs are related to \_\_\_\_\_ and foxes. Dogs that have been tamed are called \_\_\_\_\_ dogs. There are many different \_\_\_\_\_, or types, of domestic dog.

Many of these are kept as \_\_\_\_\_ by their owners.

Others are \_\_\_\_\_ to do different jobs. Some dogs herd sheep. Others guard \_\_\_\_\_ . Other jobs include guiding the \_\_\_\_\_, pulling sledges and racing. Many dogs are trained by the \_\_\_\_\_ and the army to find people who are \_\_\_\_\_ or in hiding.

Smell is a dog's most important \_\_\_\_\_. Some dogs are trained to use their excellent sense of \_\_\_\_\_ to find hidden drugs. Other dogs can follow scents to help with rescues after \_\_\_\_\_.

When a dog becomes hot, it cannot \_\_\_\_\_ down by sweating, as \_\_\_\_\_ do, because its fur is so thick. Instead, the dog opens its \_\_\_\_\_ and starts to pant in order to give off \_\_\_\_\_ from its mouth and \_\_\_\_\_.





As soon as the box comes, open it carefully. When you throw away the stuffing from the box, make sure you don't throw away the little bird inside. He acts as the alligator's toothpick and always sits on his back.

Now that you have the alligator, what will you do with him? While he is small, he will make a nice pet. Children you never saw before will want to play with you. He will be great for your 'My Pet' story at school.

After you have him for a while, you will notice that he is getting bigger and bigger. Soon he will be so big that you will no longer be able to take him for a walk, have him sleep in the bath, or hide him from Grandma. Don't be too sad. He can still be a lot of laughs around the house.

Stand him up in the corner near the door on rainy nights. Put him on the floor near the fireplace. Show him to friends who come to visit and then stay too late. They will leave almost at once – sometimes forgetting to take their hats and coats and other things with them. An alligator makes a good hiding place. Try hiding there when you drop cake or paint on the rug. No one will ever think of looking for you in an alligator. Just make sure he has already had his breakfast.

Bernice Myers

### Question Time

## A

1. How can you get an alligator without even leaving home?
2. What must you not throw away when you open the box?
3. Where does the little bird sit?
4. What will you notice about the alligator after a while?
5. What will happen if you show the alligator to friends who stay too late?
6. When should you try hiding in the alligator?
7. What should you do before you hide in the alligator?

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1. What work does the little bird do?
2. "Children you never saw before will want to play with you." Why?
3. Why would friends who stay too late leave almost at once when you show them the alligator?
4. Why, do you think, does an alligator make a good hiding place?
5. Name two other ways in which you could use an alligator.
6. Do you think people can really send away for an alligator? Why?
7. Find the word in the story that means
  - (a) to do something with care
  - (b) soft material used to protect
  - (c) used to clean between teeth
  - (d) first meal of the day
8. Here are some mysterious parcels. Can you guess what is inside each one? Use the clues on each parcel to help you.

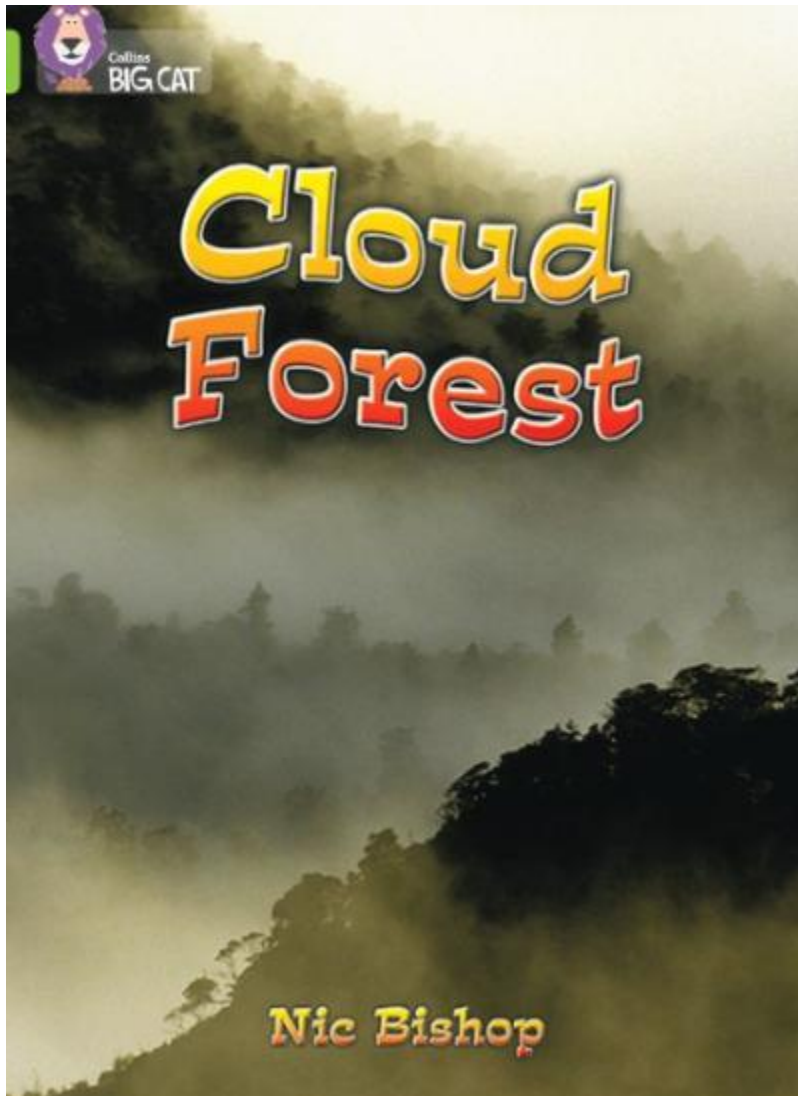


9. Draw your own mysterious parcel. Write a suitable address for it.

### Think and Talk

1. What is the most unusual pet you have ever seen?
2. What unusual pet would you like to have? Why?
3. Imagine that, one day, the alligator escaped from the house. He went into a shop in the middle of town. Talk or write about what happened.





# Cloud Forest

Written and photographed by Nic Bishop



## Contents

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## What is a cloud forest?

A cloud forest is a very special type of forest. It grows high in the mountains where the trees are nearly always covered in clouds. Clouds blow through the trees, wetting their leaves and branches, and rain falls almost every day.

These forests are rare because they only grow on the cloudiest mountain ranges. You can see them in different places around the world, in tropical parts of Asia, Africa, Australia and the Americas.





Cloud forests are rich in plants and animals that live nowhere else on Earth.

They also have secrets to tell us. Many cloud forests are so hard to reach that they haven't been explored by scientists. Perhaps three quarters of their plants and animals haven't yet been found.

*Only a tiny number of tropical forests are cloud forests.*



tropical cloud forests (2.5%)  
other tropical forests (97.5%)



*This brilliant flower grows in the cloud forest.*



*A beetle scurries along a branch.*



## A climb to the cloud forest

Imagine you are going to climb a tropical mountain. At the bottom you will find **rainforest**. It's very warm and damp and some trees grow as tall as 50 metres, higher than an office block!

As you climb higher up the mountain you'll notice that the air gets cooler and the trees are a little shorter.

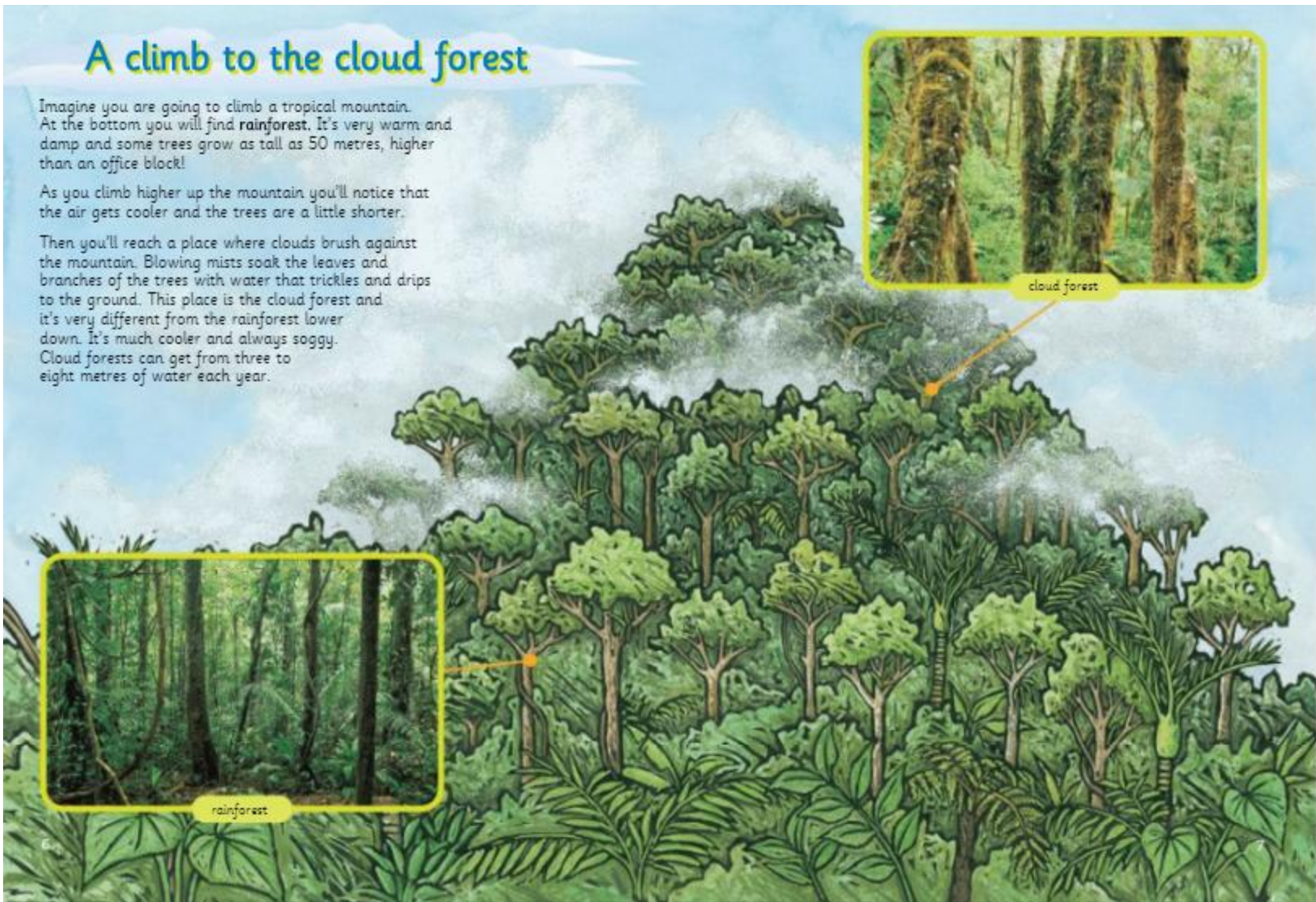
Then you'll reach a place where clouds brush against the mountain. Blowing mists soak the leaves and branches of the trees with water that trickles and drips to the ground. This place is the cloud forest and it's very different from the rainforest lower down. It's much cooler and always soggy. Cloud forests can get from three to eight metres of water each year.



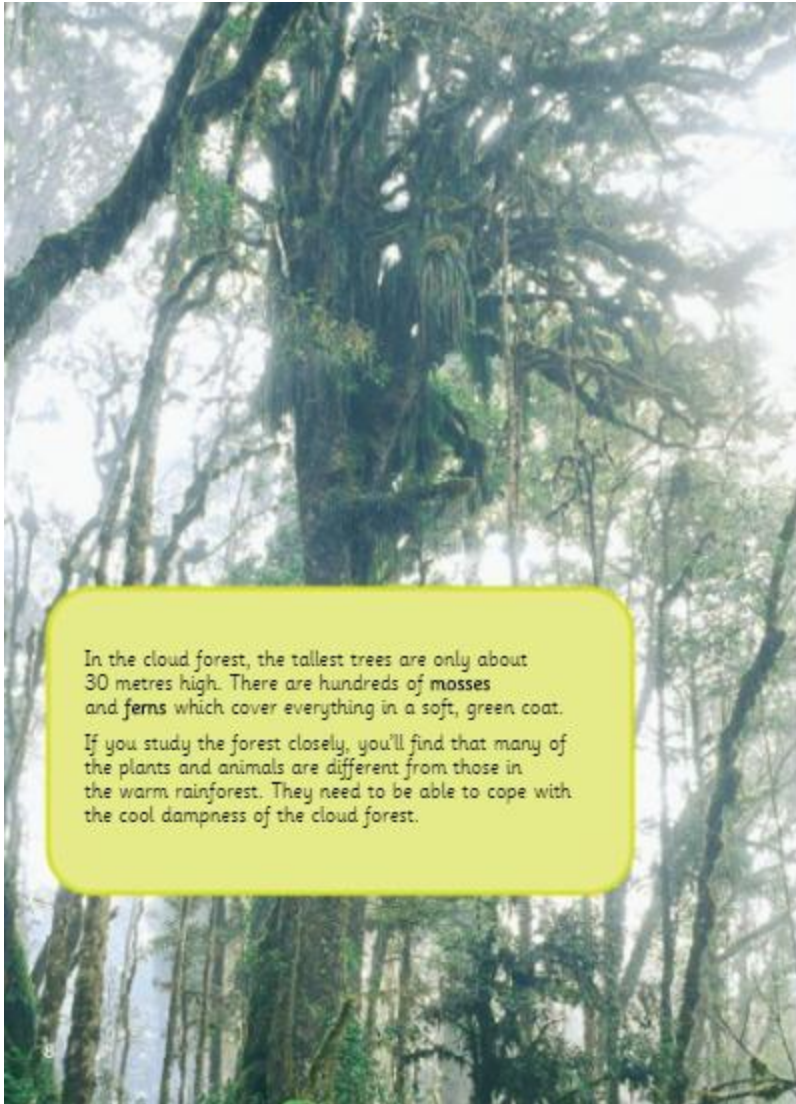
cloud forest



rainforest







In the cloud forest, the tallest trees are only about 30 metres high. There are hundreds of mosses and ferns which cover everything in a soft, green coat. If you study the forest closely, you'll find that many of the plants and animals are different from those in the warm rainforest. They need to be able to cope with the cool dampness of the cloud forest.

As you climb further upwards the air becomes even colder and the trees become even smaller.

Near the top of the mountain, the trees may only be four metres tall. Their growth is crooked and stunted by the strong, cool winds that blow almost every day. The twisted branches look spooky, like the legs and arms of strange, green creatures.

That's why this type of cloud forest is called **elfin forest**.



## Cloud forest life

There are lots of different plants and animals that live in cloud forests. But nobody knows exactly how many. Some of them can only live in the cloud forests. Some can only live in one particular cloud forest.

You may find plants and animals in the cloud forest on one mountain that are different to the cloud forest on the very next mountain.

*There are only a few hundred mountain gorillas left. They live in the cloud forests of Africa.*



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## Plants

Cloud forests are especially rich in mosses and ferns, which like to grow in damp places. In the cloud forest on Mount Kinabalu in Borneo, there are 600 different kinds of fern growing. That's more kinds of fern than grow in the whole of North America!

*Cloud forests are the best place to see tree ferns, which can grow up to five metres tall. Plants like these were growing before dinosaurs walked on Earth.*



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Many cloud forest plants live in an unusual way. They grow on the branches of trees instead of on the ground.

Normally, plants have to live on the ground so their roots can get water from the soil. But cloud forests are so wet that these plants can gather all the water they need from the mist and rain. This means they can live on the trees, where they get more light than on the ground.



*Many of the world's orchids grow in cloud forests.*



*The overlapping leaves of this plant hold a pool of water in the centre which makes a home for small frogs and insects.*

Mosses, ferns and orchids often grow on the trees. One tree can have as many as 300 different plants growing on its branches and trunk.





tree kangaroo

## Mammals

Fewer large **mammals** live in cloud forests than in rainforests. But some of these mammals are very unusual.

In **New Guinea**, kangaroos live in trees like monkeys. These tree kangaroos use their long tails to balance just as monkeys do.

The long-nosed echidna lives in New Guinea's mountain forests. This unusual mammal lays eggs and feeds on earthworms.

New animals are still being discovered. Scientists have recently found new kinds of deer, pigs and rabbits living in a cloud forest in Vietnam.

*Echidnas probe the ground with their long noses and catch earthworms with their sticky tongues.*





## Birds

Many birds visit the cloud forest. They fly up from the rainforest to nest or to look for food.

In New Guinea's cloud forests, large flocks of colourful parakeets look for berries and nuts. If you are really lucky you may spot the rare bird of paradise.

*Rare dwarf cassowaries live in New Guinea cloud forests. They eat mostly fruit.*



*Sicklebill birds of paradise use their long beaks to catch insects.*

In Central America, the brilliant green and red quetzal birds raise their young in the cloud forest. Hummingbirds and parrots also add flashes of colour. They come to feed on the forest's bright flowers and fruit.

*Quetzals of Central America are among the world's most beautiful birds.*



## Frogs and lizards

Frogs like to live in damp places, so the cloud forest is perfect for them. Most are **nocturnal**, which means they come out at night. They sleep under logs and leaves by day and wake up after sunset to hunt for insects.

*Coqui*s of Puerto Rico have suckers on their toes so that they can climb up tree trunks and across leaves. They are nocturnal, waking up at sunset to catch small insects.



Many lizards, like this mossy gecko from Madagascar, have green and brown colours that match their surroundings. They hide by staying very still, and waiting. Then, when insects crawl by, the lizards snap them up.



## Insects

We know very little about cloud forest insects. During the day colourful butterflies may flutter through the trees, but most insects are nocturnal. Some live on the ground, hiding in the wet blanket of ferns, mosses and dead leaves. Others live among the tree plants.

*Beautiful blue morpho butterflies can sometimes be seen in the cloud forests of Central America.*



It's best to explore the forest after dark. That's when you can see all kinds of insects like stick insects, moths and beetles.



*Cicadas and grasshoppers both have brown and green colours to help them hide.*



## Cloud forests in danger

Cloud forests are in danger. They are often small compared to other forests so it doesn't take long to cut them down, and once they are gone, they can't grow again in the same way. People have already destroyed cloud forests for timber, to plant crops or to graze cattle.



*endangered Hawaiian cloud forest plants*



Hawaii's unusual cloud forest plants have been threatened by pigs, which dig them out of the ground. The pigs don't belong in the cloud forest. They were released by people and now live wild in the forest. Scientists are growing these rare plants in greenhouses. Then they put them back in the forests, which have been fenced to protect them from pigs.



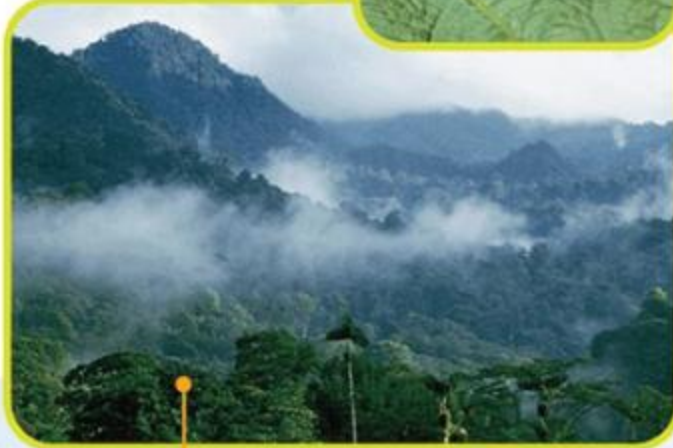
*growing rare cloud forest plants in Hawaii*



One of the greatest threats to the **cloud** forest is **climate change**. Scientists believe that some mountain areas are becoming less cloudy and wet. This is difficult for cloud forest plants and animals, which depend on lots of moisture.

In a cloud forest called Monteverde in Costa Rica, about half of the frogs and toads died after a few dry years. Then the snakes and other animals that depended on the frogs and toads for food started to disappear, too.

Golden toads from Monteverde are now thought to be extinct.



the cloud forest in Costa Rica

Scientists believe the world's climate is getting warmer. This is a problem for plants and animals that like to live where it's cool. Some can survive by living higher up in the mountains, where it's cold enough for them.

But what about the cloud forest plants and animals that already live on the mountain tops?



New Guinea harpy eagle



grasshopper



butterfly

## People need cloud forests

It's very important to protect cloud forests, not only for the plants and animals that live there, but for everyone.

Cloud forests collect water. This water flows in rivers to the **lowlands**, where people use it for drinking or for watering crops. These rivers keep flowing even when it doesn't rain, because cloud forests collect water straight from the clouds.

If cloud forests are cut down, people will have less water.





The cloud forest also stops mountain soil from sliding down to the lowlands. The trees hold it firm with their roots. If the forest is cut down, heavy rains can wash the soil away and flood the lowlands with mud.



*These wild strawberries grow in the cloud forest. So do wild avocados, tomatoes, peppers, beans and potatoes.*

Cloud forest plants and animals are very useful to people. Some plants may give us new food crops. They have already given us medicines for cancer. Who knows what other discoveries will be made in the future?



## Glossary

climate change	a long-term change in the weather conditions of an area
elfin	like an elf or elves
elfin forest	a forest that grows at the top of a mountain, with short, crooked trees
ferns	plants with long feathery leaves and no flowers
lowlands	low ground
mammals	animals with warm blood, like humans and cats and dogs, which have hair and usually give birth to live young
mosses	small plants without roots that grow in flat patches on trees, rocks, and damp ground
nocturnal	active during the night
orchids	plants with beautiful and unusual flowers
rainforest	a forest of tall trees that grows in a tropical area where there is a lot of rain
tropical cloud forests	forests in tropical areas that grow high in the mountains where trees are covered in clouds

# Save the cloud forest!

Cloud forests are in danger from:

- people cutting them down for wood
- animals released by man which damage plants and other animals
- climate change

If we don't do something now, there may soon be none left!



*Cloud forests are found in many parts of the world and are still being discovered.*

## Why we need to save them:

- Many of the world's rare and beautiful plants and animals live in the cloud forest.
- Cloud forests contain many secrets that may help people in the future.
- Cloud forests help stop flooding.
- Cloud forests collect water which helps people in lowland areas.

Save the cloud forest ... before it's too late!



# 9 Siopaí

Siopadóireacht



Féach agus abair	Scriobh anois	Scriobh arís	(✓) nó (X)
siopa bróg			<input type="checkbox"/>
siopa leabhar			<input type="checkbox"/>
siopa éadaí			<input type="checkbox"/>
siopa bláthanna			<input type="checkbox"/>
siopa bréagán			<input type="checkbox"/>
siopa spóirt			<input type="checkbox"/>
ag siopadóireacht			<input type="checkbox"/>
siopadóir			<input type="checkbox"/>
scuaine			<input type="checkbox"/>
airgead			<input type="checkbox"/>
isteach			<input type="checkbox"/>
amach			<input type="checkbox"/>





Bris an cód.

a á b d e é g h i í l n o ó p r s t m c u  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

- (a) 17 9 13 15 1 17 15 14 9 16 18  
s i o p a s p ó i r t
- (b) 1 19 1 20 8
- (c) 17 9 13 15 1 6 1 4 1 10
- (d) 9 17 18 5 1 20 8
- (e) 17 9 13 15 1 3 16 14 7
- (f) 12 20 21 1 9 12 5
- (g) 17 9 13 15 1 11 5 1 3 8 1 16
- (h) 1 9 16 7 5 1 4
- (i) 17 9 13 15 1 3 11 2 18 8 1 12 12 1



Críochnaigh an scéal.

Chuaigh Mamáí ag \_\_\_\_\_. Chuaigh sí go dtí an \_\_\_\_\_.  
Bhí sa siopa. Sheas Mamáí sa \_\_\_\_\_.  
Tar éis tamaill, thug sí don siopadóir. Ansin, chuaigh sí go dtí an \_\_\_\_\_.  
Cheannaigh sí nua di féin.  
Ní raibh sa siopa seo.



Fíor (✓) nó bréagach (X).

- (a) Chuaigh Mamáí ag snámh.
- (b) Chuaigh sí go dtí an siopa leabhar.
- (c) Bhí an siopadóir sa siopa spóirt.
- (d) Thug Mamáí mílseáin don siopadóir.
- (e) Ní raibh scuaine sa siopa éadaí.

☐  
☐  
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Friday

**E** Ag dul **isteach** / ag dul **amach**.

- (a)  Tá an cat ag dul \_\_\_\_\_
- (b) Tá an siopadóir ag dul \_\_\_\_\_ 
- (c)  Tá na páistí ag \_\_\_\_\_
- (d) Tá an múinteoir ag \_\_\_\_\_ 
- (e)  Tá an carr \_\_\_\_\_
- (f) Tá an capall \_\_\_\_\_ 
- (g)  Níl Mamai \_\_\_\_\_  
Tá sí \_\_\_\_\_
- (h) Tá an cat \_\_\_\_\_ agus  
tá an madra \_\_\_\_\_ 



**SESE/ARTS-Optional Extra**

This is active work that incorporates a range of topics. There is absolutely no pressure on anyone to complete this work but if you would like to incorporate the little bit of baking/organising/art into your week, feel free. Pick and choose from the content. Again, there is no obligation to complete this work, it is merely a suggestion in case you'd like it. Let's make the most of this!

	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	Animal Project: Choose an animal that you are interested in. Your project will be based on this animal	Animal Project:	Animal Project:	Animal Project:	PE
Activity	Section 1: Include -your name -name of animal chosen -images/drawings of animal chosen -brief description of animal -Information must be clear	Section 2: -Fact file -Bullet point key facts. These checklists may help you: -wild/farm animal -top speed -foods they like to eat -where do they live -Appearance	Section 3: -Habitat -Diet -Status-is the animal endangered/threatened?	Section 4: -Design some drawings of the animal in their natural habitat. -Present your project to your family. -Send any images of your projects to <a href="mailto:sttsecondandthirdclass@gmail.com">sttsecondandthirdclass@gmail.com</a> I will post any projects I receive on the school website.	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=yynHtUp8VRE&amp;list=PLe1IO2KkrDG_9e7reCMJBVDtg_RwRmJ_q&amp;index=2">https://www.youtube.com/watch?v=yynHtUp8VRE&amp;list=PLe1IO2KkrDG_9e7reCMJBVDtg_RwRmJ_q&amp;index=2</a></li> </ul>

